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ABSTRACT

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in interior design technology in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job titles and descriptions and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (the student learning guide and student organization participation); professional considerations (professional organizations, organizations providing support services, and state university programs in interior design); and instructional resources (sources of print and audiovisual materials and software and teacher-recommended materials). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in an interior design technology program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the interior design technology skills and work environment readiness skills covered in the interior design technology program. (MN)

ED358357

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

INTERIOR DESIGN TECHNOLOGY

U.S. DEPARTMENT OF EDUCATION
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Betty Castor, Commissioner

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For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
Tallahassee, FL 32399
(904) 488-0484

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

INTERIOR DESIGN TECHNOLOGY

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1991

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INTRODUCTION

The *Florida Vocational Program Guide for Interior Design Technology* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education in school districts, area vocational-technical centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)* **which should be considered as an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program evaluation requirements
- in-depth program component description

This *Florida Vocational Program Guide for Interior Design Technology* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide will help ensure equivalency. Interior Design Technology programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Interior Design Technology program is based on the development of skills required for initial employment as an interior design assistant, interior design technician, merchandise displayer, estimator, or drafter. Program graduates also can qualify as interior designers once they have completed the required years of experience and passed the state licensing test. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPS).

The Interior Design Technology program includes both classroom and practical learning experiences that provide students with knowledge and skills necessary for successful work in the interior design field. This program provides students with an initial exposure to the skills and attitudes associated with careers in related occupations. The basic skills and attitudes related to these occupations are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Titles and Description

Job Titles: Interior Design Assistant/Interior Designer (142.051.014)
Merchandise Displayer (288.018-010)
Estimator (160.267-018)
Drafter (017.261-026)

Description: Plans, designs, and furnishes interior environments of residential, commercial, and industrial buildings. Confers with client to determine architectural preferences, purpose and function of environment, budget, types of construction, equipment to be installed, and other factors that affect planning interior environments. Integrates findings with knowledge of interior design and formulates environmental plan to be practical, esthetic, and conducive to intended purpose, such as raising productivity, selling merchandise, or improving life-style of occupants. Advises client on interior design factors, such as space planning, layout and utilization of furnishings and equipment, color schemes, and color coordination. Renders design ideas in form of paste-ups, drawings, or illustrations; estimates material requirements and costs; and presents design to client for approval. Selects or designs and purchases furnishings, art works, and accessories. Subcontracts fabrication, installation, and arrangement of carpeting, fixtures, accessories, draperies, paint and wall coverings, art work, furniture, and related items.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the *Vocational Education Program Course Standards* as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Interior Design Technology courses as listed in the official

Vocational Education Program Courses Standards document. Since these SPS are continually updated, you should check with your supervisor and the regional program specialist every year for a current version.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July 1991

PROGRAM TITLE: Interior Design Technology

CODE NUMBER: Secondary _____ Postsecondary _____

Florida CIP 0404.050100

SECONDARY SCHOOL CREDITS ___ COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS __

APPLICABLE LEVEL(S): __7-9 ___9-12 __Postsecondary Adult Vocational

__X__ Postsecondary Vocational __ Other _____

CERTIFICATION COVERAGE:

I. **Major Concepts/Content.** The purpose of this program is to prepare students for initial employment as interior design assistants, interior design technicians, merchandise displayers, estimators, or drafters or to provide supplemental training for persons previously or currently employed in these occupations.

The content is organized into the categories outlined by the Foundation for Interior Design Education and Research (FIDER), the accrediting body for Interior Design programs. It should be noted, however, that at this time the state of Florida licensing requirements call for completion of a state-approved program, not a FIDER-accredited program. The FIDER categories are: basic design, theory, interior elements, technical knowledge, visual communication, business practice, and history. The content includes, but is not limited to, procedures and techniques essential to the development of designs for interior environments; planning, selecting, and decorating for interior space including floor coverings, wall coverings, window treatments, furniture, appliances, and colors; computation and communication skills; and employability and entrepreneurship skills. The focus of

the program determines the application to residential and/or nonresidential projects.

II. LABORATORY ACTIVITIES: Laboratory activities are an integral part of this program and provide instruction in the use of drafting equipment, computer-aided design systems, textile and lab tools, design and marking aids, and home furnishing and appliance materials and supplies.

III. SPECIAL NOTE: The typical length of this program for the average achieving student is two years of coursework leading to an associate of science degree.

In order for this program/course to be transferable between institutions, it must have been reviewed and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation on their program to the Statewide Course Numbering System. The documentation should include a program outline, textbook information, and information concerning other materials or equipment used in the course/program.

The particular outcomes and student performance standards that the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. INTENDED OUTCOMES: The intended student outcomes listed below have been categorized following FIDER's guidelines. The outcomes are stated in terms of what the student will be able to do after successfully completing this program.

Basic Design and Theory

01. Identify and apply elements and principles of basic design to interior spaces.
02. Describe the interrelationship between humans and their interior environments.

Interior Elements

03. Plan for space utilization according to identified functions.
04. Select and arrange furniture, equipment, and accessories.
05. Identify the use, function, and maintenance of furnishings and materials.
06. Research and specify finish materials.
07. Research and specify lighting.

Technical Knowledge

08. Identify methods and systems of building construction.
09. Identify resources for design materials.
10. Identify building codes, regulations, and legislation relating to interior spaces.

Visual Communication

11. Communicate design concepts through visual presentation skills.

Business Practice

12. Demonstrate employability skills.
13. Identify job and career opportunities.
14. Identify business techniques for a professional practice.
15. Prepare specifications and contract documents.
16. Demonstrate an understanding of entrepreneurship.

History

17. Analyze historical and societal influences on structures, interiors, and furnishings.
18. Analyze the concept of readapting existing structures.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July 1991

PROGRAM AREA: Home Economics SECONDARY NUMBER: _____

PROGRAM TITLE: Interior Design Technology POSTSECONDARY NUMBER: _____

01.0 IDENTIFY AND APPLY ELEMENTS AND PRINCIPLES OF BASIC DESIGN TO INTERIOR SPACES--The student will be able to:

- 01.01 Evaluate aspects of color contrasts, harmonies, and relationships in abstract two- and three-dimensional design and in functional interior spaces.
- 01.02 Describe the color wheel.
- 01.03 Identify the psychological theories of color and light.
- 01.04 Analyze uses of line in interior design.
- 01.05 Determine combination aspects of form, shape, and space in abstract two- and three-dimensional design and in functional interior spaces.
- 01.06 Identify the effect of texture in abstract two- and three-dimensional design and in functional interior spaces.
- 01.07 Demonstrate proficiency in application of design principles, including scale, proportion, balance, rhythm, emphasis, harmony, variety, and unity in abstract two- and three-dimensional design and in functional interior spaces.

02.0 DESCRIBE THE INTERRELATIONSHIP BETWEEN HUMANS AND THEIR INTERIOR ENVIRONMENTS--The student will be able to:

- 02.01 Identify personal, family, and group needs that influence interior environment requirements, including needs of the disabled and aged.
- 02.02 Identify characteristics of interior environments, including energy conservation, that affect the physical well-being of the individual, family, and group.
- 02.03 Identify ways that interior environments influence social behavior and emotional well-being.
- 02.04 Identify ways interior environments can promote intellectual development and economic status.
- 02.05 Analyze proxemics in interior environments.
- 02.06 Analyze environmental concerns affecting future interiors.
- 02.07 Analyze characteristics of future interior environment based on projected interior environment needs.

03.0 PLAN FOR SPACE UTILIZATION ACCORDING TO IDENTIFIED FUNCTIONS--The student will be able to:

- 03.01 Develop a plan for space utilization within given psychological principles.

03.02 Develop a space plan, within given user needs, appropriate to the intended activity and sensitive to adjoining environments.
03.03 Draw and evaluate schematic diagrams.
03.04 Define the possible roles of the computer in the design and analysis of interior spaces.
03.05 Demonstrate competency in computer-aided space planning.
03.06 Identify impacting codes and regulations for access, egress, and space requirements.
03.07 Analyze circulation patterns.
03.08 Identify and illustrate requirements for disabled and other specialty-user needs.
03.09 Identify architectural and mechanical needs of a proposed space.
03.10 Plan in response to client budgetary constraints.
03.11 Develop a written plan that incorporates basic design and theory into client needs through the interior elements.

04.0 SELECT AND ARRANGE FURNITURE, EQUIPMENT, AND ACCESSORIES--The student will be able to:

04.01 Analyze criteria for the selection and arrangement of furnishings, including furnishings to be used by the disabled, the elderly, or children.
04.02 Develop a furniture arrangement, office system, and traffic plan.
04.03 Identify types of accessories and their uses in interior design.

05.0 IDENTIFY THE USE, FUNCTION, AND MAINTENANCE OF FURNISHINGS AND MATERIALS--The student will be able to:

05.01 Analyze and select furniture and materials in terms of functional and aesthetic needs.
05.02 Analyze and select furniture in terms of materials and maintenance.
05.03 Distinguish and evaluate for usage textiles and textile construction.
05.04 Identify textile treatments for fire retardancy, mildew, and soil treatment.

06.0 RESEARCH AND SPECIFY FINISH MATERIALS--The student will be able to:

06.01 Evaluate coverings for floors, assessing durability, maintenance, and installation methods.
06.02 Evaluate ceiling systems, assessing durability, maintenance, and installation methods.
06.03 Evaluate wall finishes, assessing durability, maintenance, and installation methods.
06.04 Research and specify bathroom and kitchen fixtures and tile types.
06.05 Research and specify kitchen and bath cabinets.
06.06 Identify methods of architectural construction and window assembly.
06.07 Categorize window treatments as drapery or nondrapery.
06.08 Develop criteria for evaluating choices for window treatments.
06.09 Identify types and uses of common drapery rods and hardware.
06.10 Describe methods and techniques of wood finishing.

06.11 Analyze characteristics of various species of wood and furniture made of solid wood, laminate, and veneer.
06.12 Assess the use of plastic and acrylic as materials and sources for furnishings.

07.0 RESEARCH AND SPECIFY LIGHTING--The student will be able to:

07.01 Identify lighting requirements.
07.02 Describe the use of lighting styles, fixtures, and lamps in interior and exterior design.
07.03 Research and specify lighting fixtures, lamps, and accessories to perform efficiently and effectively.
07.04 Identify the color properties of different lamp types.
07.05 Demonstrate proficiency in preparing lighting and electrical plans.

08.0 IDENTIFY METHODS AND SYSTEMS OF BUILDING CONSTRUCTION--The student will be able to:

08.01 Identify methods, materials, and techniques of construction.
08.02 Identify foundation and structural principles.
08.03 Identify electrical systems.
08.04 Identify plumbing options.
08.05 Identify structural components of housing construction.
08.06 Identify supportive physical systems for interior spaces.
08.07 Analyze ventilation needs and methods of achieving them in planned interiors.
08.08 Define energy usage within systems and spaces.

09.0 IDENTIFY RESOURCES FOR DESIGN MATERIALS--The student will be able to:

09.01 Identify manufacturers of flooring, wall coverings, and textiles.
09.02 Identify furniture manufacturers.
09.03 Identify market centers.
09.04 Identify lighting manufacturers.
09.05 Identify manufacturers of architectural treatments.
09.06 Identify manufacturers of accessories.
09.07 Identify other sources for procuring design materials.

10.0 IDENTIFY BUILDING CODES, REGULATIONS, AND LEGISLATION RELATING TO INTERIOR SPACES--The student will be able to:

10.01 Identify local building codes.
10.02 Identify legislation for barrier-free environments.
10.03 Identify regulations regarding fire codes.
10.04 Identify requirements of state legislation as they pertain to the practice of interior design.

11.0 COMMUNICATE DESIGN CONCEPTS THROUGH VISUAL PRESENTATION SKILLS--The student will be able to:

11.01 Use equipment to present interior design concepts.
11.02 Demonstrate the use and care of graphics equipment.
11.03 Demonstrate neatness and accuracy.
11.04 Prepare working drawings, including plans, elevations, sections, and axonometric drawings.
11.05 Illustrate size and scale in a drawing.
11.06 Read, analyze, and evaluate architectural plans and specifications.
11.07 Design and develop millwork drawings.
11.08 Demonstrate overlapping techniques.
11.09 Explain detail installation.
11.10 Illustrate shade and shadow.
11.11 Apply methods and techniques for three-dimensional illustration.
11.12 Apply methods and techniques of perspective drawing.
11.13 Apply pen and ink to interior design renderings.
11.14 Apply color and mixed media to perspective renderings.
11.15 Utilize the presentation board as a vehicle for graphic illustration.
11.16 Demonstrate layout techniques.
11.17 Apply design principles to layout.
11.18 Evaluate professional presentation of graphic illustration.
11.19 Demonstrate matting methods.
11.20 Utilize lettering techniques.
11.21 Utilize graphic presentation skills in compiling and reviewing a portfolio.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job in the interior design field.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application.
12.05 Demonstrate competence in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Demonstrate customer relations skills.

13.0 IDENTIFY JOB AND CAREER OPPORTUNITIES--The student will be able to:

13.01 Evaluate sources of employment information.
13.02 Identify four-year schools and special interior design schools for further study.
13.03 Identify job and career opportunities in interior design business and industry.

14.0 IDENTIFY BUSINESS TECHNIQUES FOR A PROFESSIONAL PRACTICE--The student will be able to:

- 14.01 Analyze business practices and procedures necessary in an interior design business.
- 14.02 Identify legal and business terms used in the practice of interior design.
- 14.03 Describe the legal considerations and forms necessary to the practice of interior design.
- 14.04 Describe procedures used in current interior design work experience.
- 14.05 Identify principles of record keeping.
- 14.06 Describe the methods of compensation.
- 14.07 Identify government agencies that assist and regulate service businesses.
- 14.08 Identify ethical practices in the interior design business.
- 14.09 Analyze current trends and issues affecting the building industry, including market forecasts and political and economic issues.

15.0 PREPARE SPECIFICATIONS AND CONTRACT DOCUMENTS--The student will be able to:

- 15.01 Develop the sequence and timetable for tasks from initial client contact through job completion.
- 15.02 Identify the purpose of a post-op evaluation.
- 15.03 Evaluate and write estimates and prepare orders for interior design.
- 15.04 Prepare work specifications for interior design.
- 15.05 Measure and calculate interior design materials.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

- 16.01 Define entrepreneurship.
- 16.02 Describe the importance of entrepreneurship to the American economy.
- 16.03 List the advantages and disadvantages of business ownership.
- 16.04 Identify the risks involved in ownership of a business.
- 16.05 Identify the necessary personal characteristics of a successful entrepreneur.
- 16.06 Identify the business skills needed to operate a small business efficiently and effectively.

17.0 ANALYZE HISTORICAL AND SOCIETAL INFLUENCES ON STRUCTURES, INTERIORS, AND FURNISHINGS--The student will be able to:

- 17.01 Analyze characteristics of historic design in relation to the history of interiors from prehistory to contemporary times, including architecture, interior treatments, furniture, and accessories.
- 17.02 Describe various movements in the evolution of contemporary architecture and interior design.

17.03 Identify and compare contemporary architects, furniture designers, and styles.
17.04 Identify futuristic trends in architecture, interiors, materials, and designs for furniture systems.

18.0 ANALYZE THE CONCEPT OF READAPTING EXISTING STRUCTURES--The student will be able to:

18.01 Identify significant issues and fundamentals of restoration, preservation, and renovation.
18.02 Identify the differences between preservation, restoration, and renovation.
18.03 Identify sources for researching historical period data.

Design Criteria

Listed below are the minimum, normal, and maximum space requirements for Interior Design Technology new instructional programs. The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Interior Design Technology programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of twenty students are as follows:

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 20 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom	20	25	30	400	500	600
Laboratory						
Small	35	40	45	700	800	900
Large	50	55	60	1000	1100	1200
Material storage						
Small				70	75	80
Large				95	100	105
Project storage				165	175	185
Required Program Space						
Small				1335	1550	1765
Large				1660	1875	2090

Classroom/laboratory areas should be designed to accommodate 20 workstations and equipment. For further information on spaces, refer to **S.B.E. 6A-2**.

Suggested Equipment and Supplies

The following list indicates *suggested* equipment and supplies and is *not* comprehensive.

Blueprint machine
CAD software
Computers
Drafting equipment
Drafting tables with attached parallel bar
Drawing and painting equipment
Furniture catalogs (residential and commercial)
Lighted drafting table
Locked storage for blueprint paper
Mat cutters, straight and bevel cut
Natural light source for resource and presentation rooms
Oversized trash receptacle(s)
Paper cutters, large and small
Rolling step stool for reaching upper storage
Shelves, pegboard, and bins for storing flooring, wallcovering, and fabric samples
Slides illustrating historical periods and architectural details
Storage for smaller student work (8½" x 11")
Storage for student portfolios (minimum 18" x 24")
Table(s) with appropriate surface for cutting and glue gun use
Up-to-date samples of wallpaper, carpet, fabrics, and other materials

Safety

Although no specific safety regulations have been mandated for Interior Design Technology programs, it is suggested that strict adherence to the general standards contained in *Educational Facilities: Public Schools & Community Colleges Rules* of the Florida State Board of Education (Administrative Code), Ch. 6A-2 be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan).

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

Professional organizations that offer student memberships include the American Society of Interior Designers (ASID), the Institute of Business Designers (IBD), and the American Institute of Architects (AIA).

Refer to the *Florida Vocational Program Implementation Guide* for more information.

PROFESSIONAL CONSIDERATIONS

Professional Organizations

Organizations for professionals in the interior design field include:

American Society of Interior Designers (ASID)
1430 Broadway
New York, NY 10018
(212) 944-9220

Institute of Business Designers (IBD)
341 Merchandise Mart
Chicago, IL 60654-1104
(312) 467-1950

International Furnishings and Design Association (IFDA)
107 World Trade Center
P.O. Box 58045
Dallas, TX 75258
(214) 747-2406

International Society of Interior Designers (ISID)
433 South Spring Street, 10th Floor
Los Angeles, CA 90013
(213) 680-4240

American Institute of Architects (AIA)
1735 New York Avenue, NW
Washington, DC 20006
(202) 626-7300

Interior Design Educators' Council (IDEC)
14252 Culver Drive, Suite A-311
Irvine, CA 92714
(714) 551-1622

Organizations Providing Support Services

Organizations that may provide resources, information, or guest speakers for classes in the interior design field include:

Steelcase Manufacturing's Chattauqua Program
1120 36th Street
Grand Rapids, MI 49508
(616) 247-2710

American Society of Interior Designers
1430 Broadway
New York, NY 10018
(212) 944-9220

Institute of Business Designers
341 Merchandise Mart
Chicago, IL 60654-1104
(312) 467-1950

State University Programs in Interior Design
State universities that may provide resources or information for classes in the interior design field include:

University of Florida
College of Architecture
Department of Interior Design
Gainesville, FL 32611-2004
(904) 392-0252

Florida State University
School of Visual Arts and Dance
Department of Interior Design
Tallahassee, FL 32306
(904) 644-1436

Florida International University
College of Engineering and Design
Department of Interior Design
Miami, FL 33199
(305) 348-2765

INSTRUCTIONAL RESOURCES

Listed on the following pages are sample material sources that are available for Interior Design Technology. Additional resources may be available from other sources including professional and trade organizations. You are encouraged to seek catalogs from these firms so that you become familiar with materials available.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
Abrams, Harry N. Inc. (ABR)* 100 5th Avenue New York, NY 10011 (800) 345-1359	X	--	--
Academic Software 1415 Queen Anne Road Teaneck, NJ 07666 (201) 837-8174	--	--	X
American Guidance Service Publishers' Building Circle Pines, MN 55014-1796 (800) 328-2560	X	X	--
American Home Economics Association 1555 King Street Alexandria, VA 22314 (800) 424-8080	X	--	--
American Vocational Association 2020 N. 14th Street Arlington, VA 22201	X	--	--
Autodesk, Inc. 150 Shoreline Hwy, Suite B20 Mill Valley, CA 94941 (415) 331-0356	--	--	X
AWI 2310 S. Walter Reed Drive Arlington, VA 22206 (800) 257-5755	--	--	X

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Baker and Taylor Mt. Olive Road Commerce, GA 30599-9988 (404) 335-5000	X	--	--
Bennett & McKnight 809 W. Detweiller Dr. Peoria, IL 61615 (309) 691-4454	X	--	--
Bergwall Productions P.O. Box 238 Garden City, NY 11530-0238 (800) 645-3565	--	X	--
Bobbs-Merrill Company Division of MacMillan 866 Third Avenue New York, NY 10022 (800) 257-5755	--	X	--
Brooks Publishing Company (BRK)* 8300 Fair Oaks Blvd., Suite 302 Carmichael, CA 95608 (916) 976-0633	X	--	--
Wm. C. Brown Publishers (BRN)* 2460 Kerper Blvd. Dubuque, IA 52001 (800) 338-5578	X	--	--
Bulletin Office Cooperative Extension 3001 McCarthy Hall University of Florida Gainesville, FL 32611	X	--	--
Crown Publishers, Inc. (CEN)* Division of Random House, Inc. 201 E. 50th Street New York, NY 10022 (212) 572-6192	X	--	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
D. C. Jaeger Corporation 135 N. Knowles Avenue Winter Park, FL 32789 (800) 432-2022	--	--	X
Delmar Publishing, Inc. (DEL)* 2 Computer Drive W. Albany, NY 12205 (800) 347-7707	X	--	--
Dover Publications, Inc. (DOV)* 180 Varick St. New York, NY 10014 (800) 223-3130	X	--	--
Durwood Publishers (DUR)* P.O. Box 37474 Tallahassee, FL 32315 (904) 385-5822	X	--	--
Educational Resources Films University of South Florida Tampa, FL 33620 (813) 974-2874	--	X	--
Elsevier Science Publishing Co. (ELS)* 655 Avenue of the Americas New York, NY 10010 (212) 989-5800	X	--	--
EMC Publishing 300 York Avenue St. Paul, MN 55101 (800) 328-1452	--	--	--
Florida Department of Commerce Affairs 510-C Collins Bldg. Tallahassee, FL 32399-2000 (904) 488-3104	X	--	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Florida Department of Education Division of Vocational, Adult, and Community Education Dissemination Unit 325 Gaines Street Tallahassee, FL 32399 (904) 487-0039	--	X	--
Florida Diagnostic and Learning Resources System 1940 N. Monroe, Suite 50 Tallahassee, FL 32303 (904) 487-2630	--	--	--
Franklin Clay Films P.O. Box LW-2303 Costa Mesa, CA 92628-2303 (714) 957-0414	--	X	--
Furniture Facts Publications (FFP)* 2875 Muir Station Rd. Lexington, KY 40416	X	--	--
Glencoe Publishing Company 809 Detweiller Drive Peoria, IL 61615 (800) 447-0682	--	X	X
Goodheart-Willcox Co., Inc. (GWC)* 123 West Taft Drive South Holland, IL 60473-2089 (800) 323-0440	X	--	--
Harper and Row (HR)* 10 East 53rd Street New York, NY 10022 (800) 242-7737	X	--	--
Hendershot Programmed Learning 4114 Ridgewood Bay City, MI 48706 (517) 684-3148	X	X	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Holt, Rinehart & Winston, Inc. (HRW)* Division of Harcourt Brace Jovanovich, Inc. 6277 Sea Harbor Drive Orlando, FL 32887 (800) 447-9479	X	--	--
Home Economics Curriculum Center Texas Tech University Box 4067 Lubbock, TX 79409-4067 (806) 742-3028	X	--	--
Ingham Intermediate School District Capital Area Career Center 611 Hagadorn Road Mason, MI 48854 (517) 676-1051	X	--	--
William Kaufman, Inc. (KAU)* WKI/Order Fulfillment Ctr. P.O. Box 50490 Palo Alto, CA 94303 (415) 965-4081	X	--	--
Learning Arts P.O. Box 179 Wichita, KS 67201 (316) 682-6594	--	--	X
Learning Corporation of America Distributed by Coronet/MTI Film and Video 108 Wilmot Road Deerfield, IL 60015-0226 (800) 621-2131	--	X	--
Learning Seed 330 Telser Road Lake Zurick, IL 60047	--	X	X
Library Filmstrip Center 205 E. Locust Street Bloomington, IL 61701 (309) 827-5455	--	X	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Macmillan Publishing Co., Inc. (MAC)* Front & Brown Streets Riverside, NJ 08075 (800) 257-5755	X	--	--
McGraw Hill Book Company (MGH)* 13955 Manchester Road Manchester, MO 63011 (314) 256-2316	X	--	X
Means, R. S. Co., Inc. (MEA)* 100 Construction Plaza Kingston, MA 02364 (800) 448-8182	X	--	--
Meridian Education Corporation Dept. H88, 205 E. Locust Street Bloomington, IL 61701 (309) 827-5455	--	X	X
Michigan State University Press (MSU)* 1405 S. Harrison Road 25 Manly Miles Bldg. East Lansing, MI 48824 (517) 355-9543	X	--	--
Milliken Publishing 100 Research Boulevard St. Louis, MO 63132-0579 (800) 331-0008	--	X	--
Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110 (612) 770-3943	--	X	--
Modern Talking Picture Service 5000 Park Street St. Petersburg, FL 33709 (813) 541-7571	--	--	X

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Morris Video 2730 Monterey Street, Suite 105 Torrance, CA 90503 (213) 533-4800	--	X	--
National Occupational Competency Testing Institute (NOCTI) 318 Johnson Hall Ferris State College Big Rapids, MI 49307 (616) 796-4695	--	X	--
Nationwide Computer Products P.O. Box 61 Morrisville, PA 19067 (800) 338-7283	--	--	X
NGG Associates/Ideal Systems P.O. Box 27517 Milwaukee, WI 53227 (414) 321-3103	--	--	X
W. W. Norton & Co. (NOR)* 500 5th Avenue New York, NY 10110 (800) 223-2584	X	--	--
National Retail Merchants Association 100 W. 31st Street New York, NY 10001 (212) 244-8780	X	--	--
Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Stillwater, OK 74074-4364 (800) 654-4502	X	X	X
Pantheon Books (PAN)* Division of Random House, Inc. 400 Hahn Road Westminster, MD 21157 (800) 733-3000	X	--	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Paralyzed Veterans Association of Florida (PVA)* 6200 North Andrews Ave. Ft. Lauderdale, FL 33309 (800) 683-2001	X	--	--
Pleasantville Media Suite HW P.O. Box 415 Pleasantville, NY 10570	--	X	--
Prentice Hall Press (PHP)* Division of Simon and Schuster, Inc. 200 Old Tappan Road Old Tappan, NJ 07675 (201) 767-5937	X	--	--
Preservation Press (PRES)* 1785 Massachusetts Ave., NW Washington, D.C. 20036 (202) 673-4058	X	--	--
Primavera, Inc. Two Bala Plaza Bala Cynwyd, PN 19004 (215) 667-8600	X	--	--
Procter & Gamble Educational Services P.O. Box 599 Cincinnati, OH 45201	X	--	--
Queue, Inc. 338 Commerce Drive Fairfield, CT 06430 (800) 232-2224	--	--	X
Regional Film Library Instructional Support Center Florida State University Tallahassee, FL 32306-1019 (904) 644-2820	--	X	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Rizzoli International Publ. (RIZ)* 300 Park Ave., S New York, NY 10010 (800) 433-1238	X	--	--
Schiffer Publishing, Ltd. (SCH)* 1469 Morstein Road West Chester, PA 19380 (215) 696-1001	X	--	--
Scholastic Inc. 730 Broadway New York, NY 10003 (212) 353-1094	X	X	--
South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227 (800) 543-1985	X	--	X
State University Press Iowa State University 2121 South State Avenue Ames, IA 50010 (515) 292-0140	X	--	--
Sterling Publishing Co. (STR)* 387 Park Ave., S. New York, NY 10016-8810 (800) 367-9692	X	--	--
Stratford House Publishing Co. (SHP)* 5761 Whitnall Hwy, Suite 202 North Hollywood, CA 91601 (818) 761-5752	X	--	--
Teaching Aids P.O. Box 1798 Costa Mesa, CA 92628-0798 (714) 548-9321	--	X	X

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audiovisual	Software
Timberline, Inc. 7180 S.W. Fir Loop Portland, OR 97223 (503) 684-3660	X	--	--
University of North Florida Press (UNF)* 15 N.W. 15th St. Gainesville, FL 32603 (904) 622-1351	X	--	--
US/ICOMOS (USI)* 1600 H St., NW Washington, D.C. 20006 (202) 842-1866	X	--	--
Van Nostrand Reinhold (VNR)* 115 Fifth Ave. New York, NY 10003 (800) 926-2665	X	--	--
Versacad, Inc. 2124 Main St. Huntington Beach, CA 96248 (714) 960-7720	--	--	X
Watson-Guptil (WG)* 1 Astor Plaza 1515 Broadway New York, NY 10036 (800) 451-1741	X	--	--
Weston Communications (WES)* 10280 County Rd. 18 Eden Prairie, MN 55437 (612) 941-3090	--	X	--
John Wiley & Sons, Inc. (WIL)* Eastern Distribution Center 1 Wiley Drive Somerset, NJ 08873 (201) 469-4400	X	--	--

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

Teacher-Recommended Materials

PRINT

Author	Title	Publisher*	Date
Allen, Phyllis S., and Stimpson, Miriam	*Beginnings of Interior Environment,* 6th ed.	MAC	1990
Architectural Woodwork Institute	*Architectural Casework-Generae*	AWI	1990
Ball, Victoria K.	*Architecture and Interior Design: Europe and America from the Colonial Era to Today*	WIL	1980
Belck, Nancy, Joseph, Marjory, and Wamhoff, Marlene	*Textiles: Decision Making for the Consumer*	MSU	1984
Blumenson, John J.	*Identifying American Architecture: A Pictorial Guide to Styles and Terms, 1600-1945*	NOR	1981
Clifton-Mogg, Caroline, and Feetham, Piers	*Displaying Pictures and Photographs*	CRN	1987
Collins, Michael, and Papadakis, Andreas	*Post-Modern Design*	RIZ	1989
Conran, Terence	*The Kitchen Book*	CRN	1984
Conran, Terence	*The Bed and Bath Book*	CRN	1985

*See list of Sources for publisher infomation.

Author	Title	Publisher*	Date
Conran, Terence	*The House Book*	CRN	1982
Curran, June	*Drawing Home Plans: A Simplified Drafting System for Planning and Design*	BRK	1979
Fairbanks, Jonathan and Bates, Elizabeth	*American Furniture 1620-Present*	SCH	1981
Faulkner, Ray, et al.	*Inside Today's Home*, 5th ed.	HRW	1986
Florida Board of Building Codes and Standards	*Accessibility Codes and Standards*	FLC	1990
Friedman, Arnold, et al.	*Interior Design, An Introduction to Architectural Interiors*, 3rd ed.	ELS	1982
Fuller, James E.	*Using AutoCAD*	DEL	1986
Gilliatt, Mary	*The Decorating Book*	PAN	1987
Grosslight, Jane	*Light, Light, Light: Effective Daylight and Electric Lighting in Residential & Commercial Spaces*, 2nd ed.	DUR	1984
Halverson, Kate	*Systems for Success, A "How-To" Manual for Today's Interior Designer*	WES	1990
Wagner, Annette, ed.	*Furniture Facts*, 27th ed.	FFP	1990

*See list of Sources for publisher information.

Author	Title	Publisher*	Date
Jacksonville Historic Landmark Commission	*Jacksonville's Architectural Heritage*	UNF	1989
Kaufmann, William	*Notes on Architecture*	KAU	1982
Kaufmann, William	*Notes on Interior Design*	KAU	1982
Kicklighter, Clois, and Kicklighter, Joan C.	*Residential Housing*	GWC	1986
Leach, Sid D.	*Techniques of Interior Rendering and Design Presentation*	MGH	1983
Leinbach, Richard	*Visualization Techniques*, 2nd ed.	PHP	1990
Lew, Alan E.	*Interior Estimating*	MEA	1987
McGarry, Richard	*Tracing File for Interior and Architectural Rendering*	VNR	1988
Meader, Robert F.	*Illustrated Guide to Shaker Furniture*	DOV	1972
Moakley, Terence, ed.	*Barrier-Free Design: The Florida Law*	PVA	1986
Muller, Edward	*Architectural Drawing and Light Construction*, 2nd ed.	PHP	1985
Murphy, Dennis Grant	*The Business Management of Interior Design*	SHP	1988

*See list of Sources for publisher information.

Author	Title	Publisher*	Date
Murtagh, William J.	*Keeping Time: The History and Theory of Preservation in America*	STR	1990
National Retail Merchants Association	*Retail Store Planning and Design*	NRMA	1988
National Trust for Historic Preservation	Landmark Yellow Pages	PRES	1990
Neal, M.	*Custom Draperies in Interior Design*	ELS	1982
Nielson, Karla J., and Taylor, David A.	*Interiors: Introduction*	BRN	1989
Nuckolls, James L.	*Interior Lighting for Environmental Designers*, 2nd ed.	WIL	1983
Panero, Julius, and Zelmek, Martin	*Human Dimension and Interior Space*	WG	1979
Pile, John F.	*Interior Design*	ABR	1988
Reznikoff, S. C.	*Interior Graphic and Design Standards*	WG	1989
Reznikoff, S. C.	*Specifications for Commercial Interiors*	WG	1979
Siegel, Alan, and Siegel, Harry	*A Guide to Business Principles and Practices for Interior Designers*	WG	1982

*See list of Sources for publisher information.

Author	Title	Publisher	Date
Stickley, Gustav	*Craftsman Homes: Architecture and Furnishings of the American Arts and Crafts Movement*	DOV	1979
Stripe, Robert E., and Lee, Antoinette J.	*The American Mosaic: Preserving a Nation's Heritage*	USI	1987
Tortora, Phyllis G.	*Understanding Textiles*, 3rd ed.	MAC	1987
Whiton, Sherrill	*Interior Design and Decoration*, 5th ed.	HR	1991
Yeager, Jan	*Textiles for Residential and Commercial Interiors*	HR	1987

AUDIOVISUAL MATERIALS

Title	Source	Format	Date
Eye for Design	Learning Seed	VHS	1985
Interior Lighting: Bringing Rooms to Life	Learning Seed	VHS	1990
Level with Me: Honest Communication	Learning Seed	VHS	1988
200 Years of American Architecture	Educational Dimensions	Slides	1973
200 Years of American Furniture	Educational Dimensions	Slides	1974
Certification: The Measure of a Professional	National Council for Interior Design Qualification	VHS	1986

*See list of Sources for publisher information.

SOFTWARE

Title	Source	Format	Date
AutoCAD	Autodesk, Inc.	IBM or Macintosh	latest version
VersaCAD	VersaCAD, Inc.	IBM or Macintosh	latest version
Primavision	Primaversa, Inc.	IBM	latest version
Timberline	Timberline, Inc.	IBM	latest version

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Interior Design Technology programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (1-800-428-1194). FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX

Sample Student Learning Guide

ABOUT STUDENT LEARNING GUIDES

As mentioned in the Instructional Approach section of the *Florida Vocational Education Program Implementation Guide,* competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent workers. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

The following components are often included in a student learning guide:

The **introduction** includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide, stating why this topic is important to study and what this guide is about (other information, such as the relationship between this guide and other guides, can be included on this sheet also).

Objectives include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies.

Resources include the instructional materials that students should use to study and the tools and supplies that students should have access to in order to complete this guide.

Learning activities include a list of steps that students should follow in order to master the objectives.

The **self-check** consists of questions designed to help students review what they have studied.

The **activity sheet** is designed to help students practice hands-on tasks for performance objectives. (If the SPS does not require hands-on activity, this sheet is not included in the learning guide.)

Information sheets provide information, guidance, or summaries not available elsewhere. These are usually instructional resources for the knowlege objectives.

The **written test** measures student achievement on the knowledge objectives.

The **performance test** is designed to be used by the evaluator/instructor to assess the student's level of achievement on the performance objectives.

The student learning guide may consist of two or more sets of the above components if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guide, these components should be included in order to provide for instructional events such as:

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus
5. providing learning guidance
6. eliciting performance
7. providing feedback
8. assessing performance
9. enhancing retention and transfer

PROGRAM

Interior Design Technology

INTENDED OUTCOME 12.0 Demonstrate employability skills.

STUDENT PERFORMANCE STANDARD 12.04 Complete a job application.

Introduction

It is a fact that 75% of all applicants are "screened out" by employment application forms alone. A successful job applicant has the ability to complete the form accurately and neatly.

OBJECTIVES

Performance Objective

YOU WILL: gather your personal data, prepare a resume, and complete an application form.

HOW WELL: Your instructor will assess your performance using the Performance Test at the end of this guide.

Enabling Objectives:

1. Prepare a resume.
2. Complete an application form.

LEARNING ACTIVITIES

Program Interior Design Technology

Intended Outcome 12.0 Demonstrate employability skills.

Student Performance Standard 12.04 Complete a job application.

NUMBER ___ **TIME (EST.)** _____ **(ACT.)** _____

START R1 R2 E1 R3 R4 R5

E2 E3

READING

R1 Writing a Resume
R2 Sample Resume
R3 The Importance of the Application Form
R4 Phrases to Know
R5 Let's Get It All Together
R6
R7

AUDIOVISUALS

A1
A2
A3
A4
A5
A6
A7

PRACTICAL

P1
P2
P3
P4
P5
P6
P7
P8

EVALUATION

E1 Self-Check, Resume
E2 Self-Check, Application Form
E3 Performance Test
E4
E5
E6
E7
E8

LIST OF RESOURCES

1. Instruction Sheet "Writing a Resume"
2. Instruction Sheet "Sample Resume"
3. Self-Check, Resume
4. Instruction Sheet "The Importance of the Application Form"
5. Instruction Sheet "Phrases to Know"
6. Instruction Sheet "Let's Get It All Together"
7. Self-Check, Application Form
8. Performance Test

INSTRUCTION SHEET--WRITING A RESUME

Your resume will be a one- or two-page summary of you and your qualifications for employment. It should "sell" you to potential employers and convince them to give you an interview.

Your resume should include the following information, in this order:

1. Personal information: List your full name (no nickname), current address, home and work telephone numbers (including area codes), and your permanent address and telephone number (if different).

2. Military experience: If you have military experience, list it immediately after personal information. If not, list your educational history next.

3. Educational history: List all schools you have attended in chronological order, starting with the most recent. Include the dates you attended and/or received degrees. You may include your class rank and grade point average, IF these strengthen your resume.

4. Work history: List all jobs you have held in chronological order, again starting with the most recent job. Include dates of employment and brief descriptions of your duties.

5. Honors and awards: List any honors and awards you have received during your school years or work experiences.

6. Volunteer activities: List all volunteer activities in which you have been involved.

7. Memberships in organizations: List all organizations of which you are an active member. Include any offices you have held.

8. References: List three references. Give the names, titles, and addresses of people who will provide prospective employers with more information about you--your character, work habits, and abilities. Possible references include teachers, employers, and adults who have worked with you in educational, volunteer, or honorary organizations. Always ask people for permission to list them as references before including their names on your resume.

Do NOT include:

1. Personal data: Marital status, height, weight, number of children, health status, etc., are examples of personal data that should not be included on a resume. Physical handicaps may be mentioned in a cover letter or discussed during an interview, but do not include them in a resume.

2. **Hobbies:** The only exception to this rule is if your hobby relates directly to a particular job. For example, if your hobby is collecting rare books, and you are applying for a job in a bookstore, you might include it on your resume.

3. **Photographs:** Do not submit photographs unless photographs are required in your profession. For example, if you are an actor, you will be required to submit composites.

4. **Why you left previous jobs:** This information may be discussed during an interview, but not on a resume.

Make your resume look professional:

1. Type it using a standard type style. Avoid dot-matrix printers and old typewriters.
2. Have someone else proofread it for spelling and mechanics errors.
3. Make photocopies on good-quality paper. Be sure copies are clear and readable.

SAMPLE RESUME

ELIZABETH ANN DAVENPORT

Permanent Address	School Address
401 Kay Street Little Rock, AR 72205 (501) 225-2045	Box 44 Jonesboro, AR 72467 (501) 726-2218

Education

May 1991	Bachelor of Business Administration, Arkansas State University Major: Marketing Minor: Finance Completed all courses in major field with 3.6 GPA
May 1987	High school diploma, East High School, Little Rock Salutatorian of graduating class

Work Experience

August 1989--present	Sales Clerk, Campus Boutique, 618 University Avenue, Jonesboro, AR 72501. Employed 20 hours per week as sales-person in Junior Fashions.

Honors and Awards

May 1987	Received academic scholarship to Arkansas State University.

Organizations and Activities

1989-1991	Alpha Kappa Psi (professional fraternity)
1987-1991	Phi Beta Lambda (national organization for business students), President, 1990-91
1987-1991	Alpha Omicron Pi (social sorority), Pledge Class President

References

Professor Robert Jones
College of Business
Arkansas State University
Jonesboro, AR 72467
(501) 555-2030

Ms. Wanda Brown,
Manager
Campus Boutique
618 University Ave.
Jonesboro, AR 72501
(501) 225-5513

Mrs. Sally Rice,
Chair
Business Department
East High School
Little Rock, AR 72202
(501) 323-3592

SELF-CHECK–RESUME

Directions: Prepare a rough draft of your resume on a separate sheet of paper. Evaluate your rough draft, using the criteria listed below. All items should receive a "YES" response.

	YES	NO
1. Is the arrangement easy to read?	___	___
2. Will an employer be able to contact you easily using the addresses and telephone numbers you listed?	___	___
3. Is all information about your educational background included?	___	___
4. Is all your work experience listed and briefly described?	___	___
5. Are other activities (volunteer or organization) included?	___	___
6. Did you list at least three references, along with complete addresses and telephone numbers?	___	___

If you received a "NO" response for any item, review the Instruction Sheets and revise the rough draft of your resume.

INSTRUCTION SHEET–THE IMPORTANCE OF THE APPLICATION FORM

Even though you may possess the skills necessary to get the job of your choice, it is a well-known fact that 75% of all applicants are "screened out" by employment application forms. If you do not have the ability to properly complete such a form, you will likely be among the 75% screened out.

Most large businesses and industrial concerns require applicants for positions to fill out an application. If you apply by letter, you may receive an application by mail with the request that you fill it out and return it to the company. You may wonder why, when you have written a rather complete letter of application, you are asked to fill out a form. Sometimes, when you apply by mail, instead of being sent a form, you will be asked to call for an interview and will then be asked to fill out an application. The reason is that the application form requests the exact data that the employer needs and some of these facts may have been omitted from your letter of application. Moreover, if uniform application forms are used, the employer can study and compare the data of a number of applicants more easily than if he/she has to depend on letters alone.

Instead of applying by mail, you may call directly at the place of employment and then be asked to fill out an application. In some cases, you will be asked to prepare the form before the interview with the employment manager, in other cases after the interview. A company that maintains an employment office generally provides desks in the office at which applications may be filled out. If a form is unusually long or if it asks for information that you may have to look up, you may be asked to take the form with you and return it as soon as possible.

If you are given an application, be sure to fill it out fully. Do not omit answers to any of the questions. Some of the questions may seem unnecessary or irrelevant, but you may be sure that the employer has a good reason for asking them. Consequently, if you do not answer all questions, you may not be considered for a position. If a question cannot be answered, place a horizontal line (————) neatly in the space to show that you did not omit the question. Keep in mind also that the neatness with which the form is filled out will be considered by the employer. Some application forms may be filled out on the typewriter; others must be filled out in the applicant's own handwriting. Follow directions in this matter. If you are preparing the form in the employment office, hand it in unfolded, unwrinkled, and free from finger marks.

<u>REMEMBER</u>

If you have a tendency to misspell words, carry a small pocket dictionary with you. Do not take a chance of losing a job because of spelling mistakes.

Carry a sheet with all the information you'll need to fill out the application forms. Bring the names and complete information for your references.

INSTRUCTION SHEET--PHRASES TO KNOW

There are many words and phrases on an application blank. Some may be new to you. Here's what they mean:

NAME: LAST FIRST MIDDLE

Your last name is sometimes called "surname" and is your family name--like Molloy, Eldred, or DeVore. Your first name is the name you were given by your parents--like John, Harold, or Charles. Your middle name is exactly that, the one in the middle--like John Patrick Molloy.

PERMANENT ADDRESS

Your present address, the place where you usually live.

PREVIOUS ADDRESS

The last place you lived before you moved to your present address.

MARITAL STATUS

Are you married? Single? Divorced? Widowed? Separated?

Note: You do not have to answer this question if you so choose.

NOTIFY IN CASE OF EMERGENCY OR NEXT OF KIN

Name and address and telephone number of someone your employer can call in case you get hurt or sick on the job. This is usually your wife, husband, or a parent.

SPOUSE'S NAME

Your spouse is your husband or wife.

NUMBER OF DEPENDENTS

Dependents are people who depend on you to pay for their support, for example, any children, a husband or wife, or a relative.

DISABILITIES OR PHYSICAL DEFECTS

This refers to any handicaps or physical problems, such as a "trick knee" or "bad back," that might make it hard for you to do certain kinds of work. If you have a disability, be sure to talk to a Vocational Rehabilitation Counselor or our SERVE staff about how to present this disability to an employer.

CITIZENSHIP STATUS

U.S. citizen?

Resident alien? (from a foreign country but living here permanently)

Nonresident alien? (from a foreign country but not yet living here permanently)

Date naturalized and naturalization number? (The date you became a U.S. citizen if you were not born here, and the citizenship number you got when you became a citizen.)

DRAFT CLASSIFICATION

If you are a male over 18, whether you have been in service or not, you should have a classification and a draft card. (The law still states that you must register for the selective service within 30 days before or after your 18th birthday. At the present time, however, all draft registration has ceased. Guidelines are now being prepared for a once-a-year registration.

EDUCATION

All schools you have attended from high school on. You should know the years you went to each school.

Subject or Course: Your major, or the general kind of classes you took at each school.

Extracurricular Activities: Activities you took part in outside of classes at school.

Graduated: If you graduated, give the date.

SPECIAL SKILLS

This means something you are good at. For example, typing, office machines, writing, driving a truck, speaking Spanish or German or some other foreign language, operating special equipment, etc.

HOBBIES

Things you like to do in your spare time. They may be related to the job for which you are applying (sports, dancing, etc.).

HAVE YOU EVER BEEN BONDED?

Many employers ask you to be bonded, particularly if you are going to handle money. This means that the bonding company gives "insurance" that you are honest. If you

have been bonded in the past, it is in your favor. If you were not considered honest, the bonding company would not have taken a chance on you.

PERSONAL REFERENCES

These are the names, addresses, and telephone numbers of three people who know you and will speak well of you. Have a list handy so you can copy these on the application blank. This saves time. They are also on your resume.

EMPLOYMENT RECORD

A list of all the jobs you have had. Be sure to put down part-time jobs. Get this list together and write it down. Then just copy it on the application form. List your most recent job first, then work backwards. For each job, you will probably be asked to give some of the following information:

From - To: Dates employed.

Kind of Business: What kind of company you worked for.

Job Title: Name of the job you had.

Duties: Usually there is not enough space to list your duties on your last job. Just put down what you did and keep it as short as possible.

Salary: Start - End: What you earned when you began the job and what you were earning when you left the job.

Reason for Leaving: This is very important. Sometimes reasons are long and complicated. So try to find a few words that sum up the situation such as "resigned," "temporary job," or "back to school." If you were fired, you can say "left with the agreement of the employer."

COMPENSATION CLAIM

Did you every get money for an injury you got on-the-job?

Give Details or Give Particulars: Tell what happened, where, when, why, and how.

POSITION DESIRED

Type of work you are applying for.

SALARY DESIRED

It is best here to put "open" or "negotiable." Find out from the interviewer what they are willing to offer for this opening before you let him/her know what you want.

SOURCE OF REFERRAL

Who or what gave you the idea to apply for a job at this place.

WHOM DO YOU KNOW IN OUR EMPLOY

Do you know anyone else working in this company?

INSTRUCTION SHEET–LET'S GET IT ALL TOGETHER

Below you will find a list of items you will need in order to fill out an application form. Be sure to obtain all items below since you will need them in completing application forms in a later task.

1. A pen that writes well
2. Social Security card
3. Your draft card or your discharge papers
4. Any special licenses or certificates required in the particular line of work
5. Paper helpful in providing evidence of your qualifications (for example--a union card, driver's license, or a sample of your work)
6. Your medical history, including information such as:
   a. major illnesses and operations
   b. allergies
   c. diseases against which you have been immunized
7. Your Personal Data Sheet and file
8. Additional information (write down in advance):
   a. Full name of both parents
   b. Mother's maiden name
   c. Facts about the interview--name and title of interviewer, location of office

Note: Overcome "word hurdles" by studying meanings of terms that may appear on an application form and the spelling of frequently misspelled words.

SELF-CHECK–APPLICATION FORM

Directions: Below is a list of information included on most application forms. On a separate sheet of paper answer the items listed for the job you want. Be sure to be as complete as possible.

Personal or General Information

1. Name
2. Address
3. Telephone number
4. Social Security number
5. Birthdate
6. Age
7. Birthplace
8. Height
9. Weight
10. Health (Record of disease and any physical disorders)
11. U.S. Citizenship or other
12. Marital status (Single, Married, Separated, Divorced, Widowed)
13. Number of dependents
14. Military service
15. Reserve status
16. Selective Service number
17. Type of work or specific job desired
18. Date available to start work

Education

1. Names and addresses of high schools, trade or business schools, colleges or other schools attended
2. Dates for entering and leaving each school
3. Highest grade or level of education completed
4. Training programs completed or certificates, diplomas, or degrees received

Exployment Experience

1. Names and addresses of previous employers
2. Dates for entering and leaving each job
3. Titles of jobs held
4. Reason for leaving each job
5. Last wage or salary received in each job
6. Names and titles of immediate supervisors

References

Names, addresses, and telephone numbers of at least three persons (besides employers) who can give character references.

PERFORMANCE TEST FOR TASK NO. I-01

TASK: Complete a Resume and Application Form

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Get an application from your instructor. Complete the form using real information about yourself and your situation. Your instructor will use the performance checklist below to evaluate your ability to complete an application form.

ITEM NO.	ITEMS TO BE EVALUATED*	YES	NO
1.	Was the application neatly prepared?		
2.	Was the application legible and easy to read?		
3.	Was every blank filled in?		
4.	Was the application printed in ink or typed?		
5.	Were all words spelled correctly?		

*For successful attainment, ALL items must receive a "YES" response.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/06/91/200 123456789/91 HE 330 BK 91

CAREER MERIT ACHIEVEMENT PLAN
(CAREER MAP)

INTERIOR DESIGN TECHNOLOGY

(0404.050100)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

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Department of Education
Florida Education Center
Tallahassee, FL 32399
(904) 488-0484

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ **Initials** _____

School _____

_____

Date Started _____

ACKNOWLEDGMENTS

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James Colson, Orlando
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OVERVIEW

This Career MAP includes the competencies required for entry into the interior design field. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

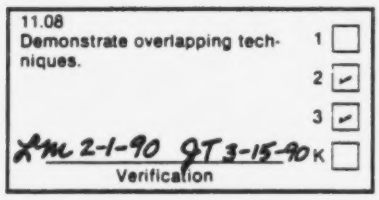
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

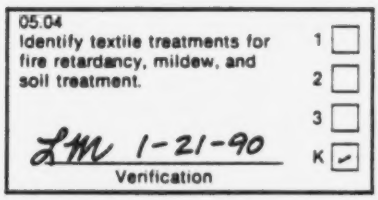
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 IDENTIFY AND APPLY ELEMENTS AND PRINCIPLES OF BASIC DESIGN TO INTERIOR SPACES.

*See Appendix.

01.01 Evaluate aspects of color contrasts, harmonies, and relationships in abstract two- and three-dimensional design and in functional interior spaces. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Describe the color wheel. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 Identify the psychological theories of color and light. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Analyze uses of line in interior design. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.05 Determine combination aspects of form, shape, and space in abstract two- and three-dimensional design and in functional interior spaces. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.06 Identify the effect of texture in abstract two- and three-dimensional design and in functional interior spaces. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.07* Demonstrate proficiency in application of design principles, . . . and unity in abstract two- and three-dimensional design and in functional interior spaces. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 DESCRIBE THE INTERRELATIONSHIP BETWEEN HUMANS AND THEIR INTERIOR ENVIRONMENTS.

02.01 Identify personal, family, and group needs that influence interior environment requirements, including needs of the disabled and aged. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Identify characteristics of interior environments, including energy conservation, that affect the physical well-being of the individual, family, and group. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Identify ways that interior environments influence social behavior and emotional well-being. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.04 Identify ways interior environments can promote intellectual development and economic status. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.05 Analyze proxemics in interior environments. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.06 Analyze environmental concerns affecting future interiors. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.07 Analyze charactenstics of future interior environment based on projected interior environment needs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

03.0 PLAN FOR SPACE UTILIZATION ACCORDING TO IDENTIFIED FUNCTIONS.

03.01 Develop a plan for space utilization within given psychological principles. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.02 Develop a space plan, within given user needs, appropriate to the intended activity and sensitive to adjoining environments. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.03 Draw and evaluate schematic diagrams. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.04 Define the possible roles of the computer in the design and analysis of interior spaces. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.05 Demonstrate competency in computer-aided space planning. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.06 Identify impacting codes and regulations for access, egress, and space requirements. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.07 Analyze circulation patterns. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.08 Identify and illustrate requirements for disabled and other specialty-user needs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.09 Identify architectural and mechanical needs of a proposed space. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.10 Plan in response to client budgetary constraints. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.11 Develop a written plan that incorporates basic design and theory into client needs through the interior elements. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.0 SELECT AND ARRANGE FURNITURE, EQUIPMENT, AND ACCESSORIES.

04.01 Analyze criteria for the selection and arrangement of furnishings, including furnishings to be used by the disabled, the elderly, or children. 1 2 3 K Verification	04.02 Develop a furniture arrangement, office system, and traffic plan. 1 2 3 K Verification	04.03 Identify types of accessories and their uses in interior design. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

05.0 IDENTIFY THE USE, FUNCTION, AND MAINTENANCE OF FURNISHINGS AND MATERIALS.

05.01 Analyze and select furniture and materials in terms of functional and aesthetic needs. 1 2 3 K Verification	05.02 Analyze and select furniture in terms of materials and maintenance. 1 2 3 K Verification	05.03 Distinguish and evaluate for usage textiles and textile construction. 1 2 3 K Verification
05.04 Identify textile treatments for fire retardancy, mildew, and soil treatment. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

06.0 RESEARCH AND SPECIFY FINISH MATERIALS.

06.01 Evaluate coverings for floors, assessing durability, maintenance, and installation methods. 1 2 3 K _____ Verification	06.02 Evaluate ceiling systems, assessing durability, maintenance, and installation methods. 1 2 3 K _____ Verification	06.03 Evaluate wall finishes, assessing durability, maintenance, and installation methods. 1 2 3 K _____ Verification
06.04 Research and specify bathroom and kitchen fixtures and tile types. 1 2 3 K _____ Verification	06.05 Research and specify kitchen and bath cabinets. 1 2 3 K _____ Verification	06.06 Identify methods of architectural construction and window assembly. 1 2 3 K _____ Verification
06.07 Categorize window treatments as drapery or nondrapery. 1 2 3 K _____ Verification	06.08 Develop criteria for evaluating choices for window treatments. 1 2 3 K _____ Verification	06.09 Identify types and uses of common drapery rods and hardware. 1 2 3 K _____ Verification
06.10 Describe methods and techniques of wood finishing. 1 2 3 K _____ Verification	06.11 Analyze characteristics of various species of wood and furniture made of solid wood, laminate, and veneer. 1 2 3 K _____ Verification	06.12 Assess the use of plastic and acrylic as materials and sources for furnishings. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

07.0 RESEARCH AND SPECIFY LIGHTING.

07.01 Identify lighting requirements. 1 2 3 K _____ Verification	07.02 Describe the use of lighting styles, fixtures, and lamps in interior and exterior design. 1 2 3 K _____ Verification	07.03 Research and specify lighting fixtures, lamps, and accessories to perform efficiently and effectively. 1 2 3 K _____ Verification

07.04
Identify the color properties of different lamp types.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.05
Demonstrate proficiency in preparing lighting and electrical plans.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.0 IDENTIFY METHODS AND SYSTEMS OF BUILDING CONSTRUCTION.

08.01
Identify methods, materials, and techniques of construction.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.02
Identify foundation and structural principles.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.03
Identify electrical systems.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.04
Identify plumbing options.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.05
Identify structural components of housing construction.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.06
Identify supportive physical systems for interior spaces.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.07
Analyze ventilation needs and methods of achieving them in planned interiors.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

08.08
Define energy usage within systems and spaces.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.0 IDENTIFY RESOURCES FOR DESIGN MATERIALS.

09.01 Identify manufacturers of flooring, wall coverings, and textiles. 1 2 3 K Verification	09.02 Identify furniture manufacturers. 1 2 3 K Verification	09.03 Identify market centers. 1 2 3 K Verification
09.04 Identify lighting manufacturers. 1 2 3 K Verification	09.05 Identify manufacturers of architectural treatments. 1 2 3 K Verification	09.06 Identify manufacturers of accessories. 1 2 3 K Verification
09.07 Identify other sources for procuring design materials. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

10.0 IDENTIFY BUILDING CODES, REGULATIONS, AND LEGISLATION RELATING TO INTERIOR SPACES.

10.01 Identify local building codes. 1 2 3 K Verification	10.02 Identify legislation for barrier-free environments. 1 2 3 K Verification	10.03 Identify regulations regarding fire codes. 1 2 3 K Verification
10.04 Identify requirements of state legislation as it pertains to the practice of interior design. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

11.0 COMMUNICATE DESIGN CONCEPTS THROUGH VISUAL PRESENTATION SKILLS.

11.01 Use equipment to present interior design concepts. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.02 Demonstrate the use and care of graphics equipment. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.03 Demonstrate neatness and accuracy. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
11.04 Prepare working drawings, including plans, elevations, sections, and axonometric drawings. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.05 Illustrate size and scale in a drawing. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.06 Read, analyze, and evaluate architectural plans and specifications. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
11.07 Design and develop millwork drawings. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.08 Demonstrate overlapping techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.09 Explain detail installation. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
11.10 Illustrate shade and shadow. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.11 Apply methods and techniques for three-dimensional illustration. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.12 Apply methods and techniques of perspective drawing. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
11.13 Apply pen and ink to interior design renderings. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.14 Apply color and mixed media to perspective renderings. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.15 Utilize the presentation board as a vehicle for graphic illustration. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
11.16 Demonstrate layout techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.17 Apply design principles to layout. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	11.18 Evaluate professional presentation of graphic illustration. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

11.19 Demonstrate matting methods. 1 2 3 K _____ Verification	11.20 Utilize lettering techniques. 1 2 3 K _____ Verification	11.21 Utilize graphic presentation skills in compiling and reviewing a portfolio. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

12.0 DEMONSTRATE EMPLOYABILITY SKILLS.

12.01 Conduct a job search. 1 2 3 K _____ Verification	12.02 Secure information about a job in the interior design field. 1 2 3 K _____ Verification	12.03 Identify documents that may be required when applying for a job. 1 2 3 K _____ Verification
12.04 Complete a job application. 1 2 3 K _____ Verification	12.05 Demonstrate competence in job interview techniques. 1 2 3 K _____ Verification	12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. 1 2 3 K _____ Verification
12.07 Identify acceptable work habits. 1 2 3 K _____ Verification	12.08 Demonstrate knowledge of how to make job changes appropriately. 1 2 3 K _____ Verification	12.09 Demonstrate acceptable employee health habits. 1 2 3 K _____ Verification
12.10 Demonstrate customer relations skills. 1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

13.0 IDENTIFY JOB AND CAREER OPPORTUNITIES.

13.01 Evaluate sources of employment information. 1 2 3 K
Verification

13.02 Identify four-year schools and special interior design schools for further study. 1 2 3 K
Verification

13.03 Identify job and career opportunities in interior design business and industry. 1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

14.0 IDENTIFY BUSINESS TECHNIQUES FOR A PROFESSIONAL PRACTICE.

14.01 Analyze business practices and procedures necessary in an interior design business. 1 2 3 K
Verification

14.02 Identify legal and business terms used in the practice of interior design. 1 2 3 K
Verification

14.03 Describe the legal considerations and forms necessary to the practice of interior design. 1 2 3 K
Verification

14.04 Describe procedures used in current interior design work experience. 1 2 3 K
Verification

14.05 Identify principles of record keeping. 1 2 3 K
Verification

14.06 Describe the methods of compensation. 1 2 3 K
Verification

14.07 Identify government agencies that assist and regulate service businesses. 1 2 3 K
Verification

14.08 Identify ethical practices in the interior design business. 1 2 3 K
Verification

14.09 Analyze current trends and issues affecting the building industry, including market forecasts and political and economic issues. 1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

15.0 PREPARE SPECIFICATIONS AND CONTRACT DOCUMENTS.

15.01 Develop the sequence and timetable for tasks from initial client contact through job completion. 1 2 3 K Verification	15.02 Identify the purpose of a post-op evaluation. 1 2 3 K Verification	15.03 Evaluate and write estimates and prepare orders for interior design. 1 2 3 K Verification
15.04 Prepare work specifications for interior design. 1 2 3 K Verification	15.05 Measure and calculate interior design materials. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

16.01 Define entrepreneurship. 1 2 3 K Verification	16.02 Describe the importance of entrepreneurship to the American economy. 1 2 3 K Verification	16.03 List the advantages and disadvantages of business ownership. 1 2 3 K Verification
16.04 Identify the risks involved in ownership of a business. 1 2 3 K Verification	16.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 2 3 K Verification	16.06 Identify the business skills needed to operate a small business efficiently and effectively. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

17.0 ANALYZE HISTORICAL AND SOCIETAL INFLUENCES ON STRUCTURES, INTERIORS, AND FURNISHINGS.

*See Appendix.

17.01* Analyze characteristics of historic design in relation to the history of interiors . . . including architecture, interior treatments, furniture, and accessories. 1 2 3 K ☐ Verification	17.02 Describe various movements in the evolution of contemporary architecture and interior design. 1 2 3 K ☐ Verification	17.03 Identify and compare contemporary architects, furniture designers, and styles. 1 2 3 K ☐ Verification
17.04 Identify futuristic trends in architecture, interiors, materials, and designs for furniture systems. 1 2 3 K ☐ Verification	1 2 3 K ☐ Verification	1 2 3 K ☐ Verification
1 2 3 K ☐ Verification	1 2 3 K ☐ Verification	1 2 3 K ☐ Verification

18.0 ANALYZE THE CONCEPT OF READAPTING EXISTING STRUCTURES.

18.01 Identify significant issues and fundamentals of restoration, preservation, and renovation. 1 2 3 K ☐ Verification	18.02 Identify the differences between preservation, restoration, and renovation. 1 2 3 K ☐ Verification	18.03 Identify sources for researching historical period data. 1 2 3 K ☐ Verification
1 2 3 K ☐ Verification	1 2 3 K ☐ Verification	1 2 3 K ☐ Verification
1 2 3 K ☐ Verification	1 2 3 K ☐ Verification	1 2 3 K ☐ Verification

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VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

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Title _____

School Name _____

School Address _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

APPENDIX

Below is a listing of all outcomes and student performance standards for Interior Design Technology.

01.0
IDENTIFY AND APPLY ELEMENTS AND PRINCIPLES OF BASIC DESIGN TO INTERIOR SPACES.

01.01
Evaluate aspects of color contrasts, harmonies, and relationships in abstract two- and three-dimensional design and in functional interior spaces.

01.02
Describe the color wheel.

01.03
Identify the psychological theories of color and light.

01.04
Analyze uses of line in interior design.

01.05
Determine combination aspects of form, shape, and space in abstract two- and three-dimensional design and in functional interior spaces.

01.06
Identify the effect of texture in abstract two- and three-dimensional design and in functional interior spaces.

01.07
Demonstrate proficiency in application of design principles, including scale, proportion, balance, rhythm, emphasis, harmony, variety, and unity in abstract two- and three-dimensional design and in functional interior spaces.

02.0
DESCRIBE THE INTERRELATIONSHIP BETWEEN HUMANS AND THEIR INTERIOR ENVIRONMENTS.

02.01
Identify personal, family, and group needs that influence interior environment requirements, including needs of the disabled and aged.

02.02
Identify characteristics of interior environments, including energy conservation, that affect the physical well-being of the individual, family, and group.

02.03
Identify ways that interior environments influence social behavior and emotional well-being.

02.04
Identify ways interior environments can promote intellectual development and economic status.

02.05
Analyze proxemics in interior environments.

02.06
Analyze environmental concerns affecting future interiors.

02.07
Analyze characteristics of future interior environment based on projected interior environment needs.

03.0
PLAN FOR SPACE UTILIZATION ACCORDING TO IDENTIFIED FUNCTIONS.

03.01
Develop a plan for space utilization within given psychological principles.

03.02
Develop a space plan, within given user needs, appropriate to the intended activity and sensitive to adjoining environments.

03.03
Draw and evaluate schematic diagrams.

03.04
Define the possible roles of the computer in the design and analysis of interior spaces.

03.05
Demonstrate competency in computer-aided space planning.

03.06
Identify impacting codes and regulations for access, egress, and space requirements.

03.07
Analyze circulation patterns.

03.08
Identify and illustrate requirements for disabled and other specialty-user needs.

03.09
Identify architectural and mechanical needs of a proposed space.

03.10
Plan in response to client budgetary constraints.

03.11
Develop a written plan that incorporates basic design and theory into client needs through the interior elements.

04.0
SELECT AND ARRANGE FURNITURE, EQUIPMENT, AND ACCESSORIES.

04.01
Analyze criteria for the selection and arrangement of furnishings, including furnishings to be used by the disabled, the elderly, or children.

04.02
Develop a furniture arrangement, office system, and traffic plan.

04.03
Identify types of accessories and their uses in interior design.

05.0
IDENTIFY THE USE, FUNCTION, AND MAINTENANCE OF FURNISHINGS AND MATERIALS.

05.01
Analyze and select furniture and materials in terms of functional and aesthetic needs.

05.02
Analyze and select furniture in terms of materials and maintenance.

05.03
Distinguish and evaluate for usage textiles and textile construction.

05.04
Identify textile treatments for fire retardancy, mildew, and soil treatment.

06.0
RESEARCH AND SPECIFY FINISH MATERIALS.

06.01
Evaluate coverings for floors, assessing durability, maintenance, and installation methods.

06.02
Evaluate ceiling systems, assessing durability, maintenance, and installation methods.

06.03
Evaluate wall finishes, assessing durability, maintenance, and installation methods.

06.04
Research and specify bathroom and kitchen fixtures and tile types.

06.05
Research and specify kitchen and bath cabinets.

06.06
Identify methods of architectural construction and window assembly.

06.07
Categorize window treatments as drapery or nondrapery.

06.08
Develop criteria for evaluating choices for window treatments.

06.09
Identify types and uses of common drapery rods and hardware.

06.10
Describe methods and techniques of wood finishing.

06.11
Analyze characteristics of various species of wood and furniture made of solid wood, laminate, and veneer.

06.12
Assess the use of plastic and acrylic as materials and sources for furnishings.

07.0
RESEARCH AND SPECIFY LIGHTING.

07.01
Identify lighting requirements.

07.02
Describe the use of lighting styles, fixtures, and lamps in interior and exterior design.

07.03
Research and specify lighting fixtures, lamps, and accessories to perform efficiently and effectively.

07.04
Identify the color properties of different lamp types.

07.05
Demonstrate proficiency in preparing lighting and electrical plans.

08.0
IDENTIFY METHODS AND SYSTEMS OF BUILDING CONSTRUCTION.

08.01
Identify methods, materials, and techniques of construction.

08.02
Identify foundation and structural principles.

08.03
Identify electrical systems.

08.04
Identify plumbing options.

08.05
Identify structural components of housing construction.

08.06
Identify supportive physical systems for interior spaces.

08.07
Analyze ventilation needs and methods of achieving them in planned interiors.

08.08
Define energy usage within systems and spaces.

09.0
IDENTIFY RESOURCES FOR DESIGN MATERIALS.

09.01
Identify manufacturers of flooring, wall coverings, and textiles.

09.02
Identify furniture manufacturers.

09.03
Identify market centers.

09.04
Identify lighting manufacturers.

09.05
Identify manufacturers of architectural treatments.

09.06
Identify manufacturers of accessories.

09.07
Identify other sources for procuring design materials.

10.0
IDENTIFY BUILDING CODES, REGULATIONS, AND LEGISLATION RELATING TO INTERIOR SPACES.

10.01
Identify local building codes.

10.02
Identify legislation for barrier-free environments.

10.03
Identify regulations regarding fire codes.

10.04
Identify requirements of state legislation as it pertains to the practice of interior design.

11.0
COMMUNICATE DESIGN CONCEPTS THROUGH VISUAL PRESENTATION SKILLS.

11.01
Use equipment to present interior design concepts.

11.02
Demonstrate the use and care of graphics equipment.

11.03
Demonstrate neatness and accuracy.

11.04
Prepare working drawings, including plans, elevations, sections, and axonometric drawings.

11.05
Illustrate size and scale in a drawing.

11.06
Read, analyze, and evaluate architectural plans and specifications.

11.07
Design and develop millwork drawings.

11.08
Demonstrate overlapping techniques.

11.09
Explain detail installation.

11.10
Illustrate shade and shadow.

11.11
Apply methods and techniques for three-dimensional illustration.

11.12
Apply methods and techniques of perspective drawing.

11.13
Apply pen and ink to interior design renderings.

11.14
Apply color and mixed media to perspective renderings.

11.15
Utilize the presentation board as a vehicle for graphic illustration.

11.16
Demonstrate layout techniques.

11.17
Apply design principles to layout.

11.18
Evaluate professional presentation of graphic illustration.

11.19
Demonstrate matting methods.

11.20
Utilize lettering techniques.

11.21
Utilize graphic presentation skills in compiling and reviewing a portfolio.

12.0 **DEMONSTRATE EMPLOYABILITY SKILLS.**

12.01
Conduct a job search.

12.02
Secure information about a job in the interior design field.

12.03
Identify documents that may be required when applying for a job.

12.04
Complete a job application.

12.05
Demonstrate competence in job interview techniques.

12.06
Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

12.07
Identify acceptable work habits.

12.08
Demonstrate knowledge of how to make job changes appropriately.

12.09
Demonstrate acceptable employee health habits.

12.10
Demonstrate customer relations skills.

13.0
IDENTIFY JOB AND CAREER OPPORTUNITIES.

13.01
Evaluate sources of employment information.

13.02
Identify four-year schools and special interior design schools for further study.

13.03
Identify job and career opportunities in interior design business and industry.

14.0
IDENTIFY BUSINESS TECHNIQUES FOR A PROFESSIONAL PRACTICE.

14.01
Analyze business practices and procedures necessary in an interior design business.

14.02
Identify legal and business terms used in the practice of interior design.

14.03
Describe the legal considerations and forms necessary to the practice of interior design.

14.04
Describe procedures used in current interior design work experience.

14.05
Identify principles of record keeping.

14.06
Describe the methods of compensation.

14.07
Identify government agencies that assist and regulate service businesses.

14.08
Identify ethical practices in the interior design business.

14.09
Analyze current trends and issues affecting the building industry, including market forecasts and political and economic issues.

15.0
PREPARE SPECIFICATIONS AND CONTRACT DOCUMENTS.

15.01
Develop the sequence and timetable for tasks from initial client contact through job completion.

15.02
Identify the purpose of a post-op evaluation.

15.03
Evaluate and write estimates and prepare orders for interior design.

15.04
Prepare work specifications for interior design.

15.05
Measure and calculate interior design materials.

16.0
DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

16.01
Define entrepreneurship.

16.02
Describe the importance of entrepreneurship to the American economy.

16.03
List the advantages and disadvantages of business ownership.

16.04
Identify the risks involved in ownership of a business.

16.05.
Identify the necessary personal characteristics of a successful entrepreneur.

16.06
Identify the business skills needed to operate a small business efficiently and effectively.

17.0
ANALYZE HISTORICAL AND SOCIETAL INFLUENCES ON STRUCTURES, INTERIORS, AND FURNISHINGS.

17.01
Analyze characteristics of historic design in relation to the history of interiors from prehistory to contemporary times, including architecture, interior treatments, furniture, and accessories.

17.02
Describe various movements in the evolution of contemporary architecture and interior design.

17.03
Identify and compare contemporary architects, furniture designers, and styles.

17.04
Identify futuristic trends in architecture, interiors, materials, and designs for furniture systems.

18.0
ANALYZE THE CONCEPT OF READAPTING EXISTING STRUCTURES.

18.01
Identify significant issues and fundamentals of restoration, preservation, and renovation.

18.02
Identify the differences between preservation, restoration, and renovation.

18.03
Identify sources for researching historical period data.

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